



"Building a
Foundation for
Lifelong
Learning"

CECIL COUNTY PUBLIC SCHOOLS
DEPARTMENT OF HUMAN RESOURCES
GEORGE WASHINGTON CARVER
201 Booth Street • Elkton, MD 21921

Phone: 410-996-5432 • Fax: 410-996-5435

REPORTING CHILD ABUSE AND NEGLECT

The law requires that the suspicion of child abuse or neglect must be reported.

A. PHYSICAL ABUSE OR SEXUAL ABUSE

1. Contact Department of Social Services or appropriate law enforcement agency with verbal report **immediately**.
2. Contact Principal and Director of Student Services.
3. Submit written report within 48 hours to Department of Social Services, Local States Attorney, Principal, and Director of Student Services.

B. NEGLECT

1. Contact Department of Social Services with verbal report **immediately**.
2. Contact Principal and Director of Student Services.
3. Submit written report within 48 hours to Department of Social Services.

Revised 5/2012

(over)

MEMORANDUM

To: All Employees

From: Robert L. Davis *RLD*
Executive Director for Human Resources

Subject: Obligation to Report Child Abuse and Neglect

PHONE NUMBERS

Department of Social Services 410-996-0100
State's Attorney's Office 410-996-5335
MD State Police 410-996-7800
Cecil County Sheriff's Department 410-996-5500
Director of Student Services 410-996-5455

The abuse and neglect of children is a serious problem which requires the involvement of all private citizens and professionals in the community for the purpose of prevention, identification, and treatment.

Please be advised that in Maryland any employee of the Cecil County Board of Education, including substitutes and/or volunteers, who has reason to believe that a child has been subjected to **physical abuse or sexual abuse** shall immediately report such to the local Department of Social Services or appropriate law enforcement agency. The report, both oral and written form, shall be made as soon as reasonably possible, but in any case the written report must be made by law within 48 hours of the suspicion of possible abuse to the local Department of Social Services and the local State's Attorney. The Board encourages written reports to be submitted within 24 hours whenever possible.

Any employee of the Board or volunteer who has reason to believe that a child has been subjected to **neglect** shall immediately report the incident to the local Department of Social Services. The report, in both oral and written form, shall be made by law as soon as reasonably possible, but in any case the written report must be made within 48 hours of the suspicion of possible neglect to the local Department of Social Services. The Board encourages written reports to be submitted within 24 hours whenever possible.

Where school personnel or volunteers are unsure whether abuse or neglect has taken place, the situation should be discussed with the local Department of Social Services.

For further information regarding the reporting of child abuse or neglect, please refer to Policy JHG and the Regulation Manual of the Cecil County Public Schools. Enclosed you will find a reference card for your use. Additionally, please be advised that the PowerPoint "Mandated Reporter Training" is recommended for viewing and available in all schools.

Our mission is to provide an excellent Pre-Kindergarten through graduation learning experience that enables ALL students to demonstrate the skills, knowledge and attitudes required for lifelong learning and productive citizenship in an ever-changing, global society.

OFFICE DISCIPLINE REFERRAL FORM (PK-5)

Cecil County Public Schools

Student: _____ **Grade:** _____

Referring Staff: _____ **Date:** _____ **Time:** _____

Location:

- ☐ Classroom # _____
 ☐ Cafeteria
 ☐ Special Area
 ☐ Other _____
☐ Hallway/Breeze Way
 ☐ Restroom
 ☐ Bus Loading Zone/Car Rider Loop

Infraction:

- ☐ Chronic Minor Infractions
 (attach documentation)
☐ Inappropriate/Abusive Language
☐ Fighting
☐ Physical Aggression / Conflict
☐ Non-compliance
☐ Inappropriate Gestures
☐ Disrespect
☐ Insubordination/Defiance
☐ Dishonesty/Cheating
☐ Harassment/Bullying
☐ Classroom Disruption
☐ Threat
☐ Property Damage/Vandalism
☐ Theft

- ☐ Technology Violation
☐ Leaving Classroom or building w/o permission
☐ Violation of CCPS Policy Regarding:
 ☐ Tobacco
 ☐ Drug & Alcohol
 ☐ Portable Electronic Device
 ☐ Dress Code
 ☐ Weapons

☐ Other: _____

Action Taken Prior to Office Referral:

- ☐ Redirect/Re-teach
☐ Self Reflection
☐ Student Conference
☐ Guidance Referral
☐ Reprimand
☐ Change of Seat
☐ Detention
☐ Rescheduled Detention
☐ **Parent Contact**
 (mark which method)
 Phone _____ Date _____
 Letter _____ Date _____
 Email _____ Date _____
☐ **Parent Conference**
 Date _____

Description: _____

Possible Motivation:

- ☐ Obtain Peer Attention
 ☐ Obtain Item/Activity
 ☐ Avoid Peer(s)
 ☐ Other _____
☐ Obtain Adult Attention
 ☐ Avoid Tasks/Activities
 ☐ Avoid Adult(s)

Disciplinary Action Taken

- ☐ Time In Office
 ☐ Restitution
 ☐ Referral to Superintendent
☐ Loss of Privileges
 ☐ Bus Suspension
 ☐ After School Detention
☐ Conference with Student
 ☐ Alt. Learning Environment
 ☐ Referral to Support Staff
☐ Parent Contact
 ☐ Pending Suspension
 ☐ Other _____
☐ Time Out
 ☐ Suspension _____

Administrator's Signature: _____ **Date:** _____

Parent Signature: _____ **Date:** _____

FY12 CCPS Field Trip # _____

CCPS FIELD TRIP REQUEST

All requests for field trips must be submitted in writing to the Transportation Office at least (10) working days prior to the trip. Upon receipt of the written request, confirmation will be returned to school requesting the service. All passengers utilizing buses are subject to the Cecil County Public Schools' Bus Safety Regulations.

THIS PORTION TO BE COMPLETED BY SCHOOL REQUESTING SERVICE

General Information:

Request Date: _____ Date of trip: _____ Event: _____

School: _____

Trip Coordinator(s): _____ Grade: _____

Destination: _____ Address: _____

Special Instructions for loading/unloading or parking at destination: _____

**** Costs to be paid by: _____ School _____ BOE (Account #: _____) ****

If costs are being provided by an outside source, schools should pay with a school check and request reimbursement from that source. Please pay Contractors promptly.

Trip Details:

Departure time from school: _____

Loading Point: _____

Of Students to be transported: _____

of School buses: _____ # of Coach Buses: _____

Of Adults to be transported: _____

of LIFT buses: _____ *

Total: _____

* LIFT bus is available **ONLY** during the times of
9:10 am and 2:15 pm and Requires Bus Assistant.

Departure time
From Destination: _____

Loading point: _____

Arrive back at school: * _____
(*Estimated)

Special instructions*: _____

Special Transportation Needs:

Student Name(s): _____

*Attach Itinerary for multiple locations and stops.
* Lunch stops must be at approved locations.

Approved by:

Principal / Designee

BOE Coordinator

Transportation Use Only:

Date Received: _____ Approved for Scheduling: _____ / _____ Returned for Revision: _____ / _____

Contractor Assigned/Trip #(s): _____

DIABETES TEACHER INFORMATION

Diabetes mellitus is a chronic disorder of carbohydrate, fat, and protein metabolism characterized by hyperglycemia and glycosuria resulting from inadequate production or utilization of insulin. The insulin regulates the metabolism of carbohydrates and fats in the body by lowering the blood glucose levels. Without insulin, food cannot be broken-down properly in the body. Currently, there is no cure for diabetes, but it can be controlled. Treatment consists of careful monitoring of blood glucose levels, a modified food plan, and daily insulin injections.

INSULIN REACTIONS (LOW BLOOD SUGAR)

- Excessive hunger
- Perspiration
- Pallor
- Headache
- Dizziness
- Nervousness
- Blurred vision
- Crying
- Drowsiness/fatigue
- Confusion
- Inability to concentrate
- Poor coordination
- Abdominal nausea/vomiting
- Anger, bad temper
- Inappropriate actions or response

If symptoms are observed, please contact the school nurse

TREATMENT – Begin treatment at the first sign of any of the above warnings

- Have the student check blood sugar
- Give some form of sugar immediately – regular soda, fruit juice, sugar, cakemate icing
- If after 15 minutes, the student shows no improvement, give additional sugar

If no improvement, student is unable to swallow liquids or food, becomes unresponsive or is having a seizure – CALL 911 immediately

BLOOD SUGAR REACTION INFORMATION FOR STAFF

Hypoglycemia (Insulin Reaction, Low Blood Sugar) – RAPID ONSET

<u>What to watch for</u>	<u>What to do</u>	<u>Causes</u>
<ul style="list-style-type: none"> ⚠ Excessive sweating, faintness ⚠ Headache ⚠ Pounding of heart, trembling, impaired vision ⚠ Hunger ⚠ Not able to awaken ⚠ Irritability ⚠ Personality change 	<ul style="list-style-type: none"> ⚠ Give sugar, or food containing sugar ⚠ Do not give fluid if person is not conscious ⚠ Give glucagon if unconscious, if ordered ⚠ Contact doctor if no response 	<ul style="list-style-type: none"> ⚠ Too much insulin ⚠ Not eating enough food ⚠ Unusual amount of exercise ⚠ Delayed meal

Treatment of Hypoglycemia (Quick Acting Sugar)

Item	5 yrs of age & younger (5-10 grams)	6-10 Yrs of age (10-15 grams)	10 yrs of age and older (15-20 grams)
B-D Glucose Tablets (3 tabs = 15 grams)	1-2 tablets	2-3 tablets	3-4 tablets
Cake Icing (small tube) 1 tsp = 4 grams	2 teaspoons	2 teaspoons	4-5 teaspoons
Orange Juice 1/3 cup = 10 grams	¼ - ½ cup	½ - ¾ cup	¾ - 1 cup
Regular soda (1 oz = 3 grams)	2-3 ounces	4-5 ounces	5-6 ounces
Lifesavers (1 = 3 grams)	2-3	4-5	5-7
Milk 2% (8 ounces = 12 rams)	4-5 ounces	6-7 ounces	8-10 ounces

Hyperglycemia (Diabetic Acidosis, High Blood Sugar) - SLOW ONSET

<u>What to watch for</u>	<u>What to do</u>	<u>Causes</u>
<ul style="list-style-type: none"> ⚠ Increased thirst and urination ⚠ Large amounts of sugar and ketones urine ⚠ Weakness, abdominal pains, generalized aches ⚠ Loss of appetite, nausea, and vomiting ⚠ Heavy, labored breathing 	<ul style="list-style-type: none"> ⚠ Give fluids without sugar, if able to swallow ⚠ Continue usual blood and urine tests ⚠ Contact doctor if condition doesn't improve 	<ul style="list-style-type: none"> ⚠ Too little insulin ⚠ Failure to follow diet ⚠ Infection, fever ⚠ Emotional stress

HYPOGLYCEMIA

(Low Blood Glucose)

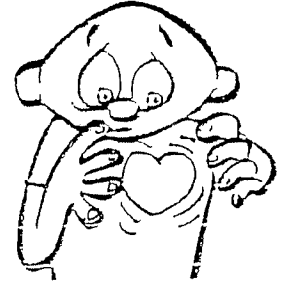
Causes: Too little food, too much insulin or diabetes medicine, or extra activity.

Onset: Sudden, may progress to insulin shock.

SYMPTOMS



SHAKING



**FAST
HEARTBEAT**



SWEATING



DIZZINESS



ANXIOUS



HUNGER



**IMPAIRED
VISION**



**WEAKNESS
FATIGUE**

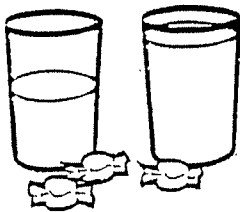


HEADACHE

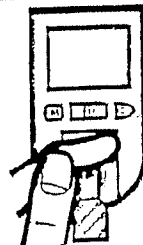


IRRITABLE

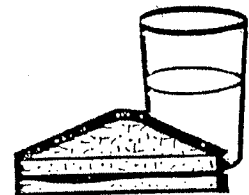
**WHAT
CAN
YOU
DO?**



Drink 1/2 glass of juice or regular soft drink, or 1 glass of milk, or eat some soft candies (not chocolate).



Within 20 minutes after treatment **TEST BLOOD GLUCOSE.** If symptoms don't stop, call your doctor



Then, eat a light snack (1/2 peanut butter or meat sandwich and 1/2 glass of milk).

Treatment may vary with different medications.

HYPERGLYCEMIA

(High Blood Glucose)



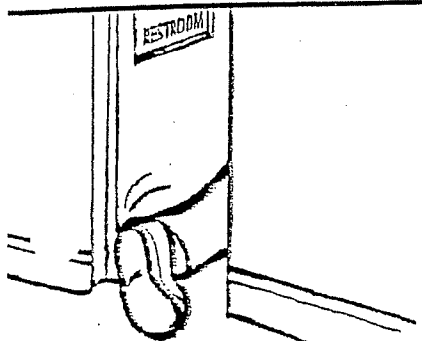
Causes: Too much food, too little insulin or diabetes medicine, illness or stress.

Onset: Gradual, may progress to diabetic coma.



EXTREME THIRST

SYMPTOMS



FREQUENT URINATION



DRY SKIN



HUNGER



BLURRED VISION



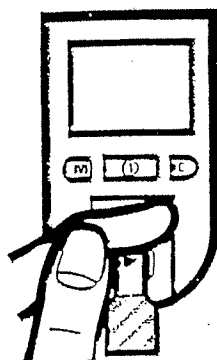
DROWSINESS



DECREASED HEALING

**WHAT
CAN
YOU
DO?**

**TEST
BLOOD
GLUCOSE**



If over
200 mg/dL
for several
tests or for
2 days

CALL YOUR DOCTOR



CHARLESTOWN ELEMENTARY SCHOOL
12 Month Secretarial Duties
Hours 8:00 until 4:00

- Office Management
 1. Check Answering Machine each morning
 2. Daily Communication with 10 Month Secretary and General Assistants
 3. Oversees Duties of Office Staff Employees (10 Month Secretary and General Assistants)
 4. Oversees/Maintains Office Records and Files
 5. Delegation for Preparation of Important Information to go home
 6. Effective Organization and Professional Appearance of Office
- Power School Preregistration for Prekindergarten and Kindergarten Students
- Power School Ongoing Summer Entries
- AESOP/Pay Roll
 1. Faculty/Staff Attendance
 2. Coordination of Substitutes (Scheduling as needed, Verification each AM)
 3. Submission of Payroll Documents as scheduled
- Book Keeping
 1. Purchase Cards
 2. Purchase Orders (Enters, Receives, Confirms, Files)
 3. Supply Orders
 4. Preparation of Checks and Payment of Bills
 5. Maintenance of Accounts
 6. Daily Banking
- Homeless Reports
- Asbestos Files
- Inventory Needs/Concerns
- State Enrollment/Attendance Verification (September, March, End of Year)
- No Child Left Behind Reports
- Volunteer Report
- Other Duties as assigned

CHARLESTOWN ELEMENTARY SCHOOL
10 Month Secretarial Duties
Hours 8:30 until 4:30

- Initial/An Needed Greetings of Staff Members, Students, Parents and Visitors entering the office
 1. Preparation of Tardy Slips for Students
 2. Communication with Principal, School Nurse or Counselor as necessary
 3. Communication with Teachers and/or Students regarding important messages
 4. Awareness of Telephone Calls and Entrance Door Buzzer Needs
 5. Delivery of Mail (Pony and Local)
- Power School – New Student Registration
- Power School – Student Attendance
- Power School – Student Information Updated
 1. Student Information Binders Updated and Completed
 2. Student Emergency Information Checked and Updated
 3. Daily Attendance Updated (Tardies, Early Departures)
- Request, Receipt and Maintenance of Student Records
- Preparation of Student Records for Student Transfers including 5th Grade to Middle School at end of each school year
- Tracking of Safe Schools Drills (Fire, Civil Defense, Code Red and Code Yellow)
- Tracking of Parent Volunteers and Parent Participation
- Preparation of Community Newsletter
- Preparation of Student Field Trip Bus Requests and Information Letters
- Preparation of Discipline Letters
- Communication to Principal/Counselor of Daily Discipline Needs
- Management of Binder housing all information sent home
- End of Day Deliveries
 1. Messages for Students
 2. Materials to be Distributed by Teacher
- Other Duties as assigned

CHARLESTOWN ELEMENTARY SCHOOL
General Assistant Duties
Hours TBD

- Cafeteria Duty
- Monitoring of Office Communication (when Office Staff Members at lunch)
 1. Answering telephones and taking messages
 2. Greeting parents/visitors and supporting their needs
- Unpacking and Counting of Purchase Order Items
- Preparing Materials for Distribution (copying, counting, delivering)
- Filing
- Gathering of Awards for Teachers as needed
- Special Education Needs (identified by Building Coordinator)

FACULTY AND STAFF REFERENCE

The Responsibilities of Staff Members:

- Collect money from students or other sources as necessary
- Count money collected and record amount, activity/club and reason on the Cash Collection Envelope as indicated in the directions below
- Ensure that funds collected are delivered to the school bookkeeper on a daily basis
- Ensure that invoices have the appropriate approval and are delivered to the school bookkeeper in a timely manner
- Ensure that financial activity related to their class, club, or activity are recorded correctly
- Ensure that funds received are disbursed according to the purpose that the funds were raised or collected
- Review monthly transaction reports for accuracy and advise the school bookkeeper of any discrepancies
- Ensure that there is age-appropriate student involvement in financial decisions and/or transactions

Directions for using the Cash Collection Envelope:

- Record daily on the back of envelope:
 - Student Name
 - Amount paid in either Cash or Check Column
 - Last name on check if different than student's (Continue on additional page if necessary)
 - Make your own notes for lunches, etc. to the side if necessary
- Before the end of day, total Cash and Check Columns on back of envelope
- Complete the front side of envelope:
 - Your name
 - Your signature
 - Today's Date
 - Count your cash and complete the Bills, Rolled Coins and Loose Coin columns – Total cash must equal the cash column on the back of envelope
 - Carry your total check amount from the back of the envelope to the front
 - Calculate Total Deposit
 - Indicate Activity/Club(s), reason for collection of funds, and amount to be deposited to each activity
- Seal the envelope
- Make a copy of the envelope and turn in the copy and the original envelope to the school office daily
- Make sure that you obtain a receipt
- In the event that students are collecting and/or transporting funds, it must be in the presence of another individual

Purchasing Supplies using Board of Education Funds:

Schools have six methods to spend Board funds as listed below

- Invoice Payment:
 - Schools order goods or services from a vendor and receive an invoice for payment
 - Each school office has a red voucher stamp which should be used to pay an original vendor invoice and requires the vendor number, account number to be charged for the expense, amount to be paid, and separate “Submitted By” and “Approved By” signatures
 - Payments cannot be made from an account statement
 - Upon final approval, the invoice is submitted to the Department of Business Services for payment to the vendor
- Purchase Order (PO):
 - If a vendor uses a PO system to process order requests, schools can use CIMS to enter a PO to order products
 - The school Secretary has access to create a PO in CIMS, which is submitted electronically for approvals
 - The Purchasing Department receives the approved PO and faxes the order to the vendor. The school does not need to contact the vendor to place the order
 - Once the order is received, the invoice is submitted to the Department of Business Services for payment to the vendor
- Purchasing Card (P-Card):
 - School staff may apply for a P-Card to make purchases from Board funds with the Principal’s approval and final approval by the Chief Financial Officer
 - After obtaining approval, employees place orders for goods or services with a vendor and pay for the item using a CCPS issued credit card
 - If the employee does not have a P-Card, orders should be sent to the school office for processing. Please allow sufficient time for the school office to place the order and receive delivery of the merchandise
 - P-cards are either assigned to a specific account number in CIMS or have access to all of the account numbers for the assigned school or department
 - The purchasing card charges are updated in CIMS twice per month
 - CCPS makes all payments to the credit card company
 - Employees are required to obtain an itemized receipt for every purchase and to record purchases on a P-Card transaction log
- Employee Reimbursements:
 - Employees should not use personal funds to purchase any goods or services for instructional use to be reimbursed at a later date
 - If an employee has prior Principal approval and must make an immediate purchase of instructional materials with personal funds, they may request reimbursement
 - The employee must submit all original invoices or itemized receipts with a red voucher stamp (Please note the Vendor Number is the Employee’s ID number when the employee is being reimbursed)
 - Maryland Retail Sales Tax will not be reimbursed
 - Employees receive reimbursement via payroll that will be noted on their earning statement

- Employee reimbursements are not taxable and are not reflected on annual W-2 earning statements
- Employee Timesheets:
 - Schools may elect to use certain Board funds to pay CCPS employees for additional time worked, including tutoring, workshops, meetings, etc
 - An appropriate timesheet must be submitted for approval, charging a board salary account for the expenses incurred
 - When starting a new tutoring program, please contact the Payroll office for appropriate timesheets
- Employee Travel Reimbursements:
 - CCPS employees are eligible for travel reimbursements for CCPS approved activity above and beyond their normal daily commute
 - Employees must submit a Travel Reimbursement Voucher, indicating the reason for the travel, the amount due and the Board account number to be charged
 - A current form is available on the Business Services website

Fundraising and Fieldtrips:

- Each club/activity must complete an Activity Budget Form at the beginning of the school year to identify funding sources and planned expenditures for the year
- The Principal will sign the Activity Budget Form before any activity will begin
- Prior to each fundraising event, a Fund Raising Authorization Form must be completed and submitted to the Principal for approval which will assist the Principal in determining the reasonableness of funds received and disbursed as well as the profit from a particular activity
- When selling items that are taxable, the selling price must include 6% sales tax
- Examples of taxable merchandise include, but are not limited to:
 - Yearbooks
 - Candy
 - Flowers
 - Books at book fairs
 - School store supplies
 - Clothing / Spirit Wear
 - Pictures
 - Vending machine items
- Examples of tax exempt items include, but are not limited to:
 - Pizza kits
 - Cookies and other baked goods
 - Cheese and meat products
 - Nuts
 - Popcorn and other snack foods
 - Vegetable plants and seeds
- All field trips and associated fees must be approved by the Principal
- Sufficient records should be maintained so that it is clear which students have paid for the trip
- All funds collected for fundraising and field trips are to be submitted to the school office on a daily basis and in accordance with the procedures for cash collection

Handed in by: _____ Signature _____ Date: _____

Bills	
Qty	Total
\$1	
\$2	
\$5	
\$10	
\$20	
\$50	
\$100	
Total bills \$	

Rolled Coin	
Qty	Total
1¢	
5¢	
10¢	
25¢	
50¢	
\$1	
Total Rolled Coin \$	

Loose Coin	
Qty	Total
1¢	
5¢	
10¢	
25¢	
50¢	
\$1	
Total Loose Coin \$	

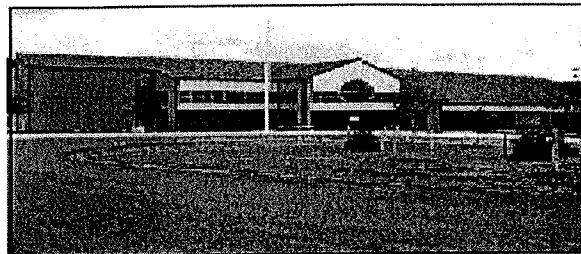
Total Cash \$ _____ Total Checks \$ _____ Total Deposit \$ _____
(See reverse side to itemize by student) (See reverse side to itemize)

Activity/Club Name	Acct #	Amount

Office Use: Verified by: _____ Date: _____ Receipt # _____

CHARLESTOWN ELEMENTARY SCHOOL

550 Baltimore Street
Charlestown, MD 21914
Phone: 410-996-6240
Fax: 410-996-6242



Rose W. Clark, Principal

REQUEST for ALTERATION of DUTY DAY

Name _____

Today's Date _____

Date of Altered Day _____

Reason for Request to Alter Duty Day _____

Hours of Altered Duty Day _____

Approved

Denied

(Principal's Signature)

Date _____

Charlestown Mission Statement

To provide a learning environment which fosters mutual respect among all members of the school community, emphasizes high expectations for student achievement, promotes positive perceptions and attitudes about learning, respects the individual needs of all learners and promotes a shared responsibility for the education of all students.



*"Building a
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Learning"*

CECIL COUNTY PUBLIC SCHOOLS DIVISION OF EDUCATION SERVICES

201 Booth Street • Elkton, MD 21921

410-996-5455 • FAX 410-996-5465 • www.ccps.org

D'Ette W. Devine, Ed.D.
Superintendent of Schools

Lauren C. Camphausen
President, Board of Education

3/27/2012

MEMORANDUM

TO: Elementary Principals
DOES

FROM: Carolyn J. Teigland, Ed.D., Associate Superintendent for Education Services

RE: *Elementary Time Allocations 2012-2013*

This school year we will begin to transition from the Maryland State Curriculum to the Maryland Common Core Curriculum. As we make this transition, it is important that we provide a structure that allows schools and teachers the flexibility to begin working toward instruction that is increasingly interdisciplinary and trans-disciplinary.

It is important that the school administration remain flexible while also assuring that instructional time is used efficiently and effectively. Principals are expected to monitor each teacher's schedule (as proposed and as executed weekly) to assure the balance required to fully implement the curricula in all content areas. **Teachers should submit their proposed instructional schedule to their building principal for review and approval at the start of the school year. This schedule should be resubmitted if changes become necessary, but minimally, should be updated and submitted for review at the start of each marking period.** Moreover, this document does not mitigate the administrators' responsibility to provide all teachers and employees with the articulated planning time required by the negotiated agreement.

The following are things that must be considered when reviewing proposed teacher instructional schedules:

- Instruction should begin at **9:00 a.m. daily**. Where breakfast or bus arrival issues delay the start of instruction, the principal in collaboration with teacher representatives should seek a viable resolution in order to remove these obstacles.
- Daily routines should be limited to a brief period of time and should be aligned with content standards from the curriculum. Please review the structure of morning routines (especially in the primary classrooms) with teachers. Many of these daily activities are unnecessary and interfere with the teacher's ability to begin the day in a timely manner.
- Teachers should work to minimize the time spent on transitions from one activity to another. Work with your staff to identify methods for reducing the amount of time spent on non-instructional issues/activities.
- It is strongly recommended that teachers plan interdisciplinary and trans-disciplinary lessons whenever possible. During these lessons it is understood that the daily schedule may be more flexible regarding time spent in one particular content area.

- Principals are responsible for ensuring that intervention programs are not interfering with student access to the essential curricula and address the articulated Cecil County Academic Intervention Parameters (attached). It is critical that all students have access to the essential curricula. Intervention services must be supplemental and offered in a manner that ensures that all students receive instruction in all curricular areas.
- The direct instruction of reading (guided and whole group) must occur daily. Reading instruction through trans-disciplinary or interdisciplinary lessons is strongly encouraged, whenever possible and appropriate.
- The direct instruction of writing must occur daily. Writing may occur in conjunction with Reading or may occur during any other content area whenever appropriate. Writing must be in response to a text (narrative or expository) or other instructional experience. Students should not be writing in response to a stand-alone prompt. Writing instruction (including grammar, usage, mechanics, form, vocabulary development, etc.) should be taught in the context of writing sentences, paragraphs, or more extensive compositions. Skills should never be taught in isolation. Writing instruction through trans-disciplinary or interdisciplinary lessons is strongly encouraged, whenever possible and appropriate.
- The direct instruction of mathematics must occur daily. Mathematics instruction through trans-disciplinary or interdisciplinary lessons is strongly encouraged, whenever possible and appropriate.
- The direct instruction of science and social studies must occur regularly each week. As previously stated, writing must be in response to a text (narrative or expository) or other instructional experience. Science and social studies offer the opportunity for writing in trans-disciplinary and interdisciplinary lessons. The use of science and social studies as trans-disciplinary or interdisciplinary lessons should not preclude regular science and social studies instruction. Teachers must pay particular attention to the pacing of these courses in order to ensure that the scope of the curriculum is instructed prior to the end of the school year.
- School administrators will provide teachers with specific expectations regarding their instructional schedule.
- **Directed Play** is a part of the physical activity needed by young children. Directed play requires that the teacher be involved in providing direction and options for students. The physical education teacher may also be consulted for age appropriate activities. These options allow for the safe use of playground spaces, alternatives for active or quiet recreation, and adequate teacher supervision. Since Wednesday is a shortened day, directed play will not be scheduled for students in grades 1-5. Gross motor skill development should occur daily in preschool, prekindergarten and kindergarten classrooms.



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DIVISION OF EDUCATION SERVICES**

201 Booth Street • Elkton, MD 21921

410-996-5663 • FAX 410-996-5465 • www.ccps.org

D'Ette W. Devine, Ed.D.
Superintendent

Lauren C. Camphausen
President, Board of Education

Elementary School Counselor
Time Allotments

Classroom Guidance Lesson Daily Time Allocation:

Academic, Career, Personal/Social, and Personal Safety

20-30% of daily schedule

74-112 minutes of daily schedule

Responsive Services Time Allocation:

*CPS Investigations, Crisis Response, Lethality, Threat Assessment, Bullying
Reports, Consultation*

30% of daily schedule

112 minutes of daily schedule

Systems Support:

*SST, 504, School Behavior Initiatives (PBIS, CHAMPS, Character Ed., etc.), ICAB,
RtI, IEP, CERT, Mentor, Volunteer, Peer Mediation, Upper Bay Consultation*

10% of daily schedule

37 minutes of daily schedule

Individual/Group Counseling:

*Weekly Individuals, Student Referral, Parent Referral, Various Targeted Small
Groups*

30%-40% of daily schedule

112-149 minutes of daily schedule

Regulation EFF-RA

CAROLYN TEIGLAND

Sent: Tuesday, February 14, 2012 4:45 PM
To: Principals Elementary; Principals Middle; Principals High; Assistant Principals Elementary; Assistant Principals Middle; Assistant Principals High
Cc: Leadership Team; Secretaries Lead All; KATHLEEN THOMAS; DOES A & S; Liz Orr
Attachments: EFF-RA.pdf (126 KB) ; Healthy Classroom Celebra~1.docx (15 KB)

Good afternoon.

The Cecil County Public Schools is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity. This message serves as a reminder regarding food items provided to students.

CCPS Regulation EFF-RA, "Implementation of Wellness Policies on Physical Activity, Nutrition, and Nutrition Education," is attached in pdf format. This regulation outlines important practices to be followed. If you have not already done so, please read this policy in its entirety and take special note of the following topics in Section I. pertaining to snacks, celebrations, etc.

- Fundraising Activities
- Snacks
- Rewards and Punishment
- Celebrations
- School-sponsored Events

In the Celebrations section, it states, "A list of healthful food choices will be made available to parents and teachers." Attached is a list provided by the Food & Nutrition department. This list is also posted on the Food & Nutrition webpage.

Please share the EFF-RA regulation with your entire staff and request their continued diligence in promoting healthy eating and physical activity for all students.

Carolyn Teigland

Refreshment Ideas for Healthy Celebrations

Low-fat Milk/ flavored milk
100% Juice
Water/ flavored water (calorie -free)
Fresh fruit assortment
Fruit and cheese kabobs
Fruit w/ whipped topping
100% fruit snacks
Vegetable trays
Cheese- cubes, string cheese
Pretzels
Low fat popcorn
Graham crackers
Vanilla wafers
Fig Newtons
Animal crackers

Low-fat/Fat-free Pudding
Angel food cake - plain/topped with fruit
Sugar-free Gelatin w/fruit
Yogurt
Yogurt smoothies
Yogurt parfaits/ banana splits
Quesadillas with salsa
Low-fat breakfast or granola bars
Trail/ Cereal mixes
Pizza with low fat toppings (veggie, lean ham, Canadian bacon)
Pizza dippers (pizza toppings and bread on skewer with marinara dip)
Ham, cheese, or turkey sandwiches (with low fat condiments)

All food items provided to students must be prepared by a vendor/store/bakery and arrive sealed in the original packaging with the nutrition label affixed.

Cecil County Public Schools Regulations

Book: Cecil County Public Schools Regulations
Section: E - Support Services
Title: IMPLEMENTATION OF WELLNESS POLICIES ON PHYSICAL ACTIVITY, NUTRITION AND NUTRITION EDUCATION
Number: EFF-RA
Status: Active
Legal: MSDE-FNSS Management and Operations Memorandum 012
Adopted: 05/25/2006
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Policy Detail

Related Entries: EFF

Office: Associate Superintendent for Administrative Services

IMPLEMENTATION OF WELLNESS POLICIES ON PHYSICAL ACTIVITY, NUTRITION AND NUTRITION EDUCATION

I. School Health Council

Cecil County Public Schools and individual schools within the district will create, strengthen, or work within the existing school health council to develop, implement, monitor, review, and, as necessary, revise school nutrition and physical activity policies. The council also will serve as a resource to school sites for implementing those policies.

II. Nutritional Quality of Foods and Beverages Sold and Served on Campus Child Nutrition Programs

All Programs

Meals served through the National School Lunch and Breakfast Programs will:

- Be prepared using Hazardous Analysis Critical Control Points (HACCP) principles and guidelines
- Be appealing and attractive to children
- Be served in clean and pleasant settings
- Meet, at a minimum, nutrition requirements established by federal, state, and local regulations and guidelines
- Offer a variety of fruits and vegetables; offer a variety of milk choices including low-fat (1%) and fat-free mild and nutritionally-equivalent non-dairy alternatives as defined by USDA; and
- Ensure that half of the grains offered are whole grain.

The Food and Nutrition Services Department will engage key stakeholders in selecting foods sold through the Child Nutrition Programs. In addition, the Food and Nutrition Services Department will make available information about the nutritional content of meals to key stakeholders.

Breakfast

To help ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn:

- Bus schedules will be arranged to encourage breakfast participation to the extent possible.
- Strategies that encourage participation will be utilized to serve school breakfasts, such as serving

- breakfast in the classroom, “grab-and-go” breakfast, or breakfast during morning break or recess.
- Parents and students will be notified of the availability of the School Breakfast Program.

Free and Reduced-priced Meals

Every effort will be made to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals.

Summer Child Nutrition Programs

To the extent possible, schools in which more than 50% of students are eligible for free or reduced-price school meals sponsor the Summer Child Nutrition Programs.

Meal Times and Scheduling

Schools:

- Should provide students with at least 10 minutes to eat after sitting down for breakfast and 20 minutes after sitting down for lunch
- Will schedule meal periods at appropriate times (e.g., lunch should be scheduled between 11 a.m. and 1 p.m.)
- Should not schedule tutoring, club, or organizational meetings or activities during meal times, unless students may eat during such activities
- Should schedule lunch periods to follow recess periods at the elementary level
- Will provide students access to hand washing or hand sanitizing before they eat meals or snacks
- Should take reasonable steps to accommodate the tooth-brushing regimens of students with special oral health needs (e.g., orthodontia or high-tooth decay risk)

Qualifications of Food and Nutrition Services Department Staff

The Child Nutrition Programs will be administered by staff that is properly qualified according to current professional standards. All Food and Nutrition Services staff will have appropriate pre-service training and regularly participate in appropriate professional development activities consistent with their duties and levels of responsibility.

Sharing of Foods and Beverages

Schools will discourage students from sharing their foods and beverages with one another during meal or snack times, given concerns about sanitation, allergies, and other restriction on some children’s diets.

Competitive Foods and Beverages

(such as foods and beverages sold outside of reimbursable school meals, such as through vending machines, breakfast and lunch a la carte [snack] lines, fundraisers, school stores, etc.)

All Schools

All foods and beverages sold individually outside the Child Nutrition Programs during the school day, or as a part of after-school care or enrichment programs for students, will meet the following nutrition and portion size standards.

· **Beverages**

- Allowed

- o Water
- o Non-carbonated, flavored water with fewer than 20 calories per serving

- o Unflavored milk or soy milk
- o Flavored milk or soy milk (no more than 30 grams of total sugar per 8 ounce serving)
 - o 100% fruit/vegetable juice beverages with at least 10% fruit/vegetable juice and 100% vitamin C, not to exceed 12 ounces

- Not Allowed

o Beverages of minimal nutritional value as identified by the Secretary of the USDA and federal regulations governing the national School Lunch Program and School Breakfast Program will not be made available to students from 12:01 a.m. until the end of the standard school day. (A detailed list is found in the current MSDE-FNSS management and Operations Memorandum 012 [MOM 012])

· **Foods**

- Allowed

- o Foods will be offered only in single-serving portions. The unit sold regardless of the number of portions in the package will contain:
 - No more than 9 grams total fat, excluding packaged nuts and seeds
 - No more than 2 grams of saturated fat
 - No more than 15 grams of sugar

- Not Allowed

- o Foods of minimal nutritional value as identified by the Secretary of the USDA and federal regulations governing the National School Lunch Program and School Breakfast Program will not be made available to students from 12:01 a.m. until the end of the standard school day. [A detailed list is found in the current MSDE-FNSS Management and Operations Memorandum 012 [MOM 012]]

All Schools

Water is the only competitive beverage that will be sold to students from 12:01 a.m. until the end of the last lunch shift other than those available as part of breakfast and lunch a la carte (snack) lines.

Elementary schools

No more than one (1) a la carte beverage and two (2) a la carte foods during a single meal service will be allowed to be purchased with the exception of fruits or vegetables.

Fundraising Activities

To support children's health and school nutrition-education efforts, school fundraising activities should not involve food. If food is involved only foods that meet the above nutrition- and portion-size standards for foods and beverages sold individually will be offered. Schools will encourage fundraising activities that promote physical activity. The Superintendent or designee will make available a list of ideas for acceptable fundraising activities.

Snacks

Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. Schools will assess if and when to offer snacks based

on timing of school meals, children's nutritional needs, children's ages, and other considerations. The Superintendent or designee will make available a list of healthful snack items to teachers, after-school program personnel, and parents.

- If eligible, schools that provide snacks through after-school will pursue receiving reimbursements through the National School Lunch Program, to the extent possible.

Rewards

Schools will not use foods or beverages as rewards for academic performance or good behavior, and will not withhold foods or beverages (including food served through Child Nutrition Programs) as a punishment.

Celebrations

Schools should limit celebrations that involve food during the school day. Celebrations can include no more than one food or beverage that does not meet nutrition standards for foods and beverages sold individually (MOM List). A list of healthy food choices will be made available to parents and teachers.

School-sponsored Events

(such as, but not limited to, athletic events, dances, or performances)

Foods and beverages offered for sale at school-sponsored activities will include a variety of foods that meet the nutrition standards for food and beverages sold individually as described in this document.

III. Nutrition and Physical Activity Promotion and Food Marketing

Nutrition Education and Promotion

Cecil County Public Schools goal is to teach, encourage, and support healthy eating by students. Schools provide nutrition education and engage in nutrition promotion that:

- is offered at each grade level as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health
- is part of not only health education classes, but also integrated in classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects when appropriate
- emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise)
- includes enjoyable, developmentally-appropriate, multicultural, participatory activities
- promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices
- links with child nutrition programs, other school foods, and nutrition-related community services
- teaches media literacy with an emphasis on food marketing

Integrating Physical Activity into the Classroom Setting

For students to receive the nationally-recommended amount of daily physical activity (i.e., at least 60 minutes per day) and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond physical education class. Toward that end:

- classroom health education will complement physical education by reinforcing the knowledge and self-

management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television;

- opportunities for physical activity will be incorporated into other subject lessons as frequently as possible when it is relevant and supports educational objectives

- classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

Cecil County Public Schools will provide information about physical education and other school-based physical activity opportunities before, during, and after the school day; and support parents' efforts to provide their children with opportunities to be physically active outside of school. Such supports will include sharing information about physical activity and physical education through a website, newsletter, or other take-home materials, special events, or physical education homework.

Food Marketing in Schools

School-based marketing will be consistent with nutrition education and health promotion. As such, schools will limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold individually (above). School-based marketing of brands promoting predominantly low-nutrition foods and beverages is prohibited. The promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products is encouraged.

Staff Wellness

Cecil County Public Schools highly values the health and well-being of every staff member and will plan and implement activities and policies that support personal efforts by staff to maintain a healthy lifestyle. Cecil County Public Schools will maintain a **Staff Wellness** Committee composed of at least one employee from each bargaining unit, a Leadership Team member, a dietitian or other health professional, a recreation program representative, and the employee benefits manager. The committee develops, promotes, and oversees a multifaceted plan to promote staff health and wellness. The plan is based on input solicited from school staff and outlines ways to encourage healthy eating, physical activity, and other elements of a healthy lifestyle among school staff. The **Staff Wellness** Committee will sponsor a bi-annual wellness fair that offers employees the opportunity to participate in wellness screenings and educational presentations.

IV. Physical Activity Opportunities and Physical Education

Daily Physical Education (P.E.) K-12

All students in grades K-12, including students with disabilities, special healthcare needs, and in alternative educational settings, will receive daily physical education (or its equivalent of 150 minutes/week for elementary school students and 225 minutes/week for middle and high school students) for the entire school year. All physical education will be taught by a certified physical education teacher. Student involvement in other activities involving physical activity (e.g., interscholastic or intramural sports) will not be substituted for meeting the physical education requirement. Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.

Daily Recess

All elementary school students will have at least 20 minutes a day of supervised recess (structured play), preferably outdoors, during which schools should encourage moderate to vigorous physical activity verbally and through the provision of space and equipment. Whenever possible, particularly for

elementary school ages, recess should occur before lunch since research indicates that physical activity prior to lunch can increase nutrient intake and reduce food waste.

Schools should discourage extended periods (i.e., periods of two or more hours) of inactivity. When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, schools should give students periodic breaks during which they are encouraged to stand and be moderately active.

Physical Activity Opportunities Before and After School

All elementary, middle, and high schools will extend the opportunity for extracurricular physical activity programs, such as physical activity clubs or intramural programs. All high schools will offer interscholastic sports programs. Schools will offer a range of activities that meet the needs, interests, and abilities of students, including boys, girls, students with disabilities, and students with special health-care needs.

After-school childcare and enrichment programs will provide and encourage – verbally and through the provision of space, equipment, and activities – daily periods of moderate to vigorous physical activity for all participants.

Physical Activity and Punishment

Teachers and other school and community personnel will not use physical activity (e.g., running laps, push-ups) or withhold opportunities for physical activity (e.g., recess, physical education) as punishment.

Use of School Facilities Outside of School Hours

School spaces and facilities should be available to students, staff, and community members before and after the school day, on weekends, and during school vacations. These spaces and facilities also should be available to community agencies and organizations offering physical activity and nutrition programs. School policies concerning safety will apply at all times.

V. Monitoring and Policy Review

Monitoring

The Superintendent or designee will ensure compliance with established district-wide nutrition and physical activity **wellness** policies. In each school, the principal or designee will ensure compliance with those policies in his/her school and will report on the school's compliance to the school district superintendent or designee.

Food and Nutrition Services staff, at the district level, will ensure compliance with nutrition policies within school food and nutrition services areas and will report on this matter to the Superintendent or designee. In addition, district-level food and nutrition services staff will report to the Superintendent or designee on the most recent USDA School Meals Initiative (SMI) review findings and any resulting changes.

The Superintendent or designee will develop a summary report every three years on district-wide compliance with the school system's established nutrition and physical activity **wellness** policies, based on input from schools within the district. That report will be provided to the Board of Education and also distributed to a variety of stakeholders including, but not limited to all school health councils, parent/teacher organizations, school principals, and school health services personnel in the district.

Review

To help with the initial development of the CCPS wellness policies, each school in the district will conduct a baseline assessment of the school's existing nutrition and physical activity environments and policies. The results of those school-by-school assessments will be compiled at the district level to identify and prioritize needs.

Assessments will be repeated every three years to help review policy compliance, assess progress, and determine areas in need of improvement. As part of that review, the school district will review our nutrition and physical activity policies; provision of an environment that supports healthy eating and physical activity; and nutrition and physical education policies and program elements. The district, and individual schools within the district, will, as necessary, revise the wellness policies and develop work plans to facilitate their implementation.